

Title I, Part A, Section 1003 (a) Supplemental Grant

2009-10 ARRA Guidelines

**Authorized by the
American Recovery and
Reinvestment Act of 2009 (ARRA)**



**State of Wisconsin
Department of Public Instruction**

**Tony Evers, PhD
State Superintendent**

This publication is available from:

Title I and School Support Team
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53707-7841
(608) 267-1067
http://dpi.wi.gov/ssos/sup_forms.html

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.



Printed on Recycled Paper

Table of Contents

I.	Overview	1
II.	Eligibility	1
III.	Available Funds	1
IV.	Use of Funds	1
V.	Application Information	2
	A. Timeline.....	2
	B. Application Elements.....	2
	C. Review Process.....	4
VI.	Required Program Reports.....	4
	A. Progress Reports	4
	B. Quarterly Reporting Required by ARRA	4
VII.	Required Conference	5
	A. Wisconsin Promise Conference	5
VIII.	Financial Requirements	5
	A. General Requirements	5
	B. Budget Revisions	5
	C. Financial Claims	5
	Appendices	7
	A. Examples of Fundable Activities	7
	B. School Plan Example	12
	A. District-Wide Plan Example	14
	D. Definition of School Support Teams	15
	E. Reviewer Rubric	16
	F. Resource and Contact Information	22

I. Overview

The purpose of the Title I Supplemental Grants, authorized by the American Recovery and Reinvestment Act of 2009 (ARRA) Title I, Part A, Section 1003 (a) is to provide public school districts with additional funds and resources to help improve student achievement in specific Title I schools.

Implicit in these grants is the recognition that all Wisconsin districts have existing resources and programs that support the student achievement in their school(s) with high needs. These grants are intended to supplement existing district efforts and strengthen district support to these schools.

The grant application is structured around the philosophy of districts differentiating support to their schools with high needs. The application specifically asks districts to implement school improvement strategies to address the needs of the Title I schools eligible for this grant program. Districts with more than one school funded by this grant may also develop district goals to address common needs among these schools.

II. Eligibility

Eligible applicants are public school districts with Title I schools that:

1. Are identified for improvement (SIFI);
2. Missed AYP in reading, math, and/or attendance/graduation; and/or
3. Have been identified as high need based on the three-year average of students scoring proficient or advanced on the Wisconsin Knowledge and Concepts Examination (WKCE) in reading and/or mathematics.

III. Available Funds

Approximately \$5.5 million is available for school improvement activities during the 2009-10 school year.

Award recipients will receive one grant for the 2009-10 school year. The DPI encourages districts to complete grant activities and encumber expenses by June 30, 2010; however, carryover is allowed.

IV. Use of Funds

Districts may use these funds to:

- Support functions of the school support teams for Title I SIFI as required under the No Child Left Behind Act of 2001;
- Supplement existing programs funded by Title I, Part A;
- Directly support school improvement activities that raise student achievement in reading and/or mathematics;
- Increase achievement for specific subpopulations of students in eligible Title I schools that are not meeting AYP goals or other local benchmarks; and/or
- Develop or supplement district level support systems that benefit identified schools.

Because these are school improvement funds, the Title I, Part A guidelines that restrict Title I schools with Targeted Assistance Programs to only serve eligible students do not apply.

V. Application Information

A. Timeline

October 9, 2009	Grant applications due
Fall	Award documents sent to districts
January 12 – 13, 2010	Wisconsin Promise Conference
January 29, 2010	Interim Report due
June 30, 2010	End-of-Year Report due
January 31, 2011	Interim Report due
June 30, 2011	End-of-Year Report due
September 30, 2011	Final financial claims due

In addition to the Interim and End-of-Year Progress reports, the United States Department of Education requires districts to report ARRA information on a quarterly basis. The DPI will provide award recipients the quarterly report timelines once they are confirmed.

B. Application Elements

1. Background

The “Background” section of the application should provide a clear description of the district’s key strengths and current efforts to differentiate support to the school(s) eligible for this grant. This section provides grant reviewers context to help them understand the grant plan.

Districts should use the district strategic plan, the *Characteristics of Successful Districts*, or another framework as appropriate to discuss strengths and needs to support Title I schools eligible for these funds. More information on the *Characteristics of Successful Districts* can be found at <http://www.dpi.wi.gov/ssos/csd.html>.

2. Statement of Need

This section allows applicants to explain the areas of need in each Title I school funded by this grant in regard to improving student achievement in reading and mathematics. Districts shall reference current AYP reports and local data to identify school improvement needs for all Title I schools funded by this grant. Districts may choose to include school improvement needs identified in a district needs assessment.

Furthermore, districts with more than one funded school may identify common needs among all the schools and address them with these grant funds.

3. Plan for Use of Funds

Districts shall describe their school improvement strategies to address the needs (identified in the “Statement of Need” section) of the school(s) funded by this grant. This section is broken down into goals, objectives, and activities. Districts are also required to include the timeline, amount of funds allocated to activities, and the evaluation methods to assess the effectiveness of the strategies.

The DPI requires applicants to develop a plan for each eligible school. Districts shall allocate a minimum of \$50,000 to each funded school. Districts with more than one school may also choose to complete a district-wide plan to meet common needs among all schools funded by this grant. Grant objectives and activities must address the objectives to meet the needs described in the “Statement of Need” section.

Appendix A specifies examples of fundable grant activities organized by the DPI’s *Characteristics of Successful Districts* framework. Districts may utilize this framework or another framework (as appropriate) when writing the grant application.

In addition to specific district and school level improvement programs and activities, districts that have not utilized the *Characteristics of Successful Districts* to complete a full District Self-Assessment may choose to conduct a District Self-Assessment utilizing these funds. For more information on this option, go to <http://dpi.wi.gov/ssos/pdf/dsahandbk.pdf>.

Appendix B provides examples of a school plan for use of funds.

Appendix C provides examples of a district-wide plan for use of funds.

4. Connection with the Title I, Part A (Basic) Grant

In this section, districts shall explain how the grant activities support and enhance the school’s Title I program.

5. School Support Team(s)

Only districts with Title I school(s) identified for improvement (SIFIs) need to complete this section. Districts with Title I SIFIs need to describe the composition, function, and activities of each Title I SIFI’s school support team. Districts may use funds to support their Title I SIFI’s school support team(s). Appendix D provides a definition of school support teams.

6. Budget Detail and Summary

Districts shall contact their business manager for assistance with the budget portion of the application. The Budget Detail and Summary require districts to specify how the grant expenses are allocated by budget category (i.e., salary, fringe, non-capital objects, etc.). The budget should coincide with the activities

listed in the grant plan. The budget shall only contain expenses for the current grant year.

The DPI encourages districts to complete grant activities and encumber expenses by June 30, 2010; however, carryover is allowed.

a) Eligible Expenses

Title I Supplemental Grant, Part A funds are flexible, and districts may use them for salaries, fringe benefits, instructional materials, professional development, purchased services, or other expenses for school improvement efforts to improve student achievement in reading and mathematics.

Out-of-state training seminars are only allowed if comparable training is not available in Wisconsin.

b) Ineligible Expenses

Districts may not purchase non-educational incentives with these funds or support activities that do not relate to school improvement.

c) Supplement, not Supplant

Funds must be used to supplement, not supplant efforts funded by local dollars.

C. Review Process

At least two DPI staff will review each grant application to confirm that the proposed goals, objectives, activities, and budget items are eligible under this grant program. Reviewers will use the rubric found in Appendix E.

VI. Required Program Reports

A. Progress Reports

Districts are required to submit an Interim and an End-of-Year Report. These reports require districts to summarize progress towards meeting the goals and objectives. The reports help the DPI understand the impact of the grant strategies.

The first Interim Report is due to the DPI on January 29, 2010; and the End-of-Year Report is due on June 30, 2010. If districts do not spend the entire grant by June 30, 2010, and carry funds over into the 2010-11 school year, a second interim report will be due on January 31, 2011, and the second End-of Year Report will be due on June 30, 2011.

B. Quarterly Reporting Required by ARRA

Quarterly Reports to the DPI will include the number of jobs created and the number of jobs retained as a result of these funds and a list of sub-vendors. At the time these guidelines were published the DPI had minimal information from the United States Department of Education. The DPI will provide districts more guidance before the reports are due.

VII. Required Conference

A. Wisconsin Promise Conference

Grant recipients are required to attend the Wisconsin Promise Conference hosted by DPI. Each district shall send three or more people from each school included in the grant to the conference. Districts may include travel expenses and registration fees related to this conference in the grant budget.

The Wisconsin Promise Conference annually offers educators an opportunity for sharing innovative instruction and best practices to ensure a quality education for every child. The Wisconsin Promise Conference will occur on January 12 – 13, 2010. More information about the Wisconsin Promise Conference is available at <http://dpi.wi.gov/nwp/conference.html>.

VIII. Financial Requirements

A. General Requirements

The DPI encourages applicants to contact their business manager for assistance with the budget portion of the application. Districts shall adhere to the guidelines set by the Wisconsin Uniform Financial Accounting Requirements (WUFAR). Information about WUFAR is available on the DPI's website at <http://dpi.wi.gov/sfs/wufar.html>.

Districts shall also follow the guidelines set forth in the Financial Management Handbook for Federal and State Grant Programs. This handbook provides a reference to the fiscal requirements and procedures necessary for responsible financial management of the DPI administered grant programs. The handbook references state and federal codes regulating grant programs administered by the DPI. The handbook is available on the DPI's website at <http://dpi.wi.gov/sms/handbook.html>.

B. Budget Revisions

Requests for budget modifications are required when significant changes need to be made to the original approved budget. An increase or decrease of ten percent or more in any budget summary line requires approval by the DPI.

The district shall not expend funds until the DPI approves the budget revision.

To request a budget modification, grant recipients shall submit the budget detail and budget summary from the approved application reflecting the proposed modification along with a narrative explaining the reasoning for the modification. Submit budget modifications to the DPI's grants specialist. The DPI will notify recipients of the approval or denial in writing.

C. Financial Claims

The DPI recommends recipients to submit program fiscal reports (PI-1086) at least quarterly during the grant period. A final program fiscal report is due September 30, 2011. Districts with more than one school shall submit claims that include a breakdown of expenses by school. (The minimum award amount per

eligible school is \$50,000.) Direct all questions regarding financial claims to the DPI's accountant, Alan Virnig, at (608) 266-8053 or alan.virnig@dpi.wi.gov.

The DPI encourages districts to complete grant activities and encumber expenses by June 30, 2010; however, carryover is allowed and districts may obligate funds through September 30, 2011, without limitation.

Appendices

A. Examples of Fundable Activities

Activities are arranged by the DPI's [*Characteristics of Successful Districts*](#) framework. Districts may utilize this framework or another framework (as appropriate) when writing the grant application.

Note: All grant activities may only support the district's eligible Title I schools.

CHARACTERISTIC I: Vision, Values, and Culture
<ul style="list-style-type: none">• District's focus on vision and mission• Communication with stakeholders• Partnerships with community agencies/organizations• Promotion of positive school culture

Examples of fundable activities for Characteristic I:

- Implement strategies related to truancy abatement.
- Develop and implement a mentoring program for staff and students.
- Implement anti-bullying and violence prevention programs.
- Provide relevant professional development and community/parent outreach activities regarding student expectations and conduct.
- Develop or enhance community partnerships that promote literacy, numeracy, attendance, and graduation.
- Implement parent and community involvement strategies including translation services, materials development, parent nights including meals, childcare, transportation, etc.

CHARACTERISTIC II: Leadership and Governance

- Effective district administrative leadership team and school board policies
- Collaborative central office staff
- Effective building administrators
- Targeted training and monitoring to support school improvement in the neediest schools

Examples of fundable activities for Characteristic II:

- Pay for staff release time and/or consultation to develop/revise a clearly articulated and consistent school improvement planning process with related tools and resources.
- Develop and implement programs to support teacher leadership.
- Provide extensive, targeted, and sustained training and coaching to ensure full implementation of school improvement plans.
- Provide collaborative experiences and professional development to develop leadership such as data retreats, principals' workgroups, etc.
- Support principal coaching and professional development.

CHARACTERISTIC III: Decision Making and Accountability

- District supports the school's collection and analysis of different sources of disaggregated student data
- Effective decisions are made regarding the allocation of resources and school improvement initiatives based on student performance in its neediest schools

Examples of fundable activities for Characteristic III:

- Implement and/or enhance a district-wide process for collecting and analyzing relevant data, including formative assessment data, student behavioral patterns, and other relevant data.
- Provide targeted, sustained, professional development for analyzing data and utilizing data to inform instructional practice.
- Develop a process and a professional development plan for implementing performance-based budgeting.
- Provide targeted, sustained training for district or school leaders to analyze and use data to inform resource allocation.

CHARACTERISTIC IV: Curriculum and Instruction

- District ensures that curriculum, assessment, instructional practices, and programs lead to equitable educational opportunities and outcomes for all students in its neediest schools

Examples of fundable activities for Characteristic IV:

- Conduct curriculum alignment studies.
- Provide for a variety of extended learning opportunities for students; i.e., after school or intersession tutoring, summer school, etc.
- Provide coaches to assist teachers in utilizing instructional practices that best meet the needs of their students.
- Provide time to research and develop culturally relevant curriculum and instructional strategies.

- Conduct an extensive analysis of achievement gaps, develop strategies to address the gaps, and provide appropriate training/coaching to implement strategies in the classroom.
- Provide follow-up support and ongoing check-ins for implementation of strategies to address achievement gaps.
- Obtain state-of-the-art assistive technology devices and provide training in their use to enhance access to the general curriculum for students with disabilities. Develop mechanisms to provide this equipment for children receiving services in community settings.
- Purchase hardware, software, and other materials to provide specialized instruction to students with disabilities.
- Pay for staff to participate in professional development activities related to curriculum, instruction, and assessment.
- Develop common benchmark assessments in reading and mathematics.
- Provide support for focused, intensive small-group interventions for English language learners (ELLs), students with disabilities, or other specific student populations.
- Identify and develop appropriate curricula and instructional methods that meet the content learning and English language development needs of ELLs, and provide focused professional development for subject area teachers to become effective in developing subject-area knowledge and academic language proficiency in their students.
- Identify, develop, and purchase instructional materials that will help ELL students meet challenging grade-appropriate state standards and address their language development needs.

CHARACTERISTIC V: Professional Development and Staff Quality
<ul style="list-style-type: none">• Comprehensive district-wide professional development and recruitment strategies exist to ensure that high quality teachers are serving students in the neediest schools

Examples of fundable activities for Characteristic V:

- Develop/revise orientation and mentoring programs for initial educators and principals.
- Provide supplemental professional development opportunities to address specific needs and enhance the district's and/or schools' professional development models.
- Develop/supplement strategies to retain and recognize highly qualified teachers who enhance the school and district's support of student achievement.
- Provide training and/or coaching for principals as instructional leaders.
- Develop and implement strategies to attract/retain highly qualified teachers.
- Hire coaches or mentors, or provide professional development opportunities on positive behavior support, inclusion, research-based interventions, and differentiated instruction/learning support to promote improved services to students with disabilities.

B. School Plan Example

School: Happy Day Middle School

Goal 1: Improve reading achievement for students with disabilities at Happy Day Middle School					
Measurable Objectives	Activities to Achieve the Objective(s)	Timelines for Activities	Grant Funds	Evaluation Method	Progress <i>Complete for Interim and End-of-Year Report</i>
Students with disabilities will participate in extended learning opportunities to increase their proficiency in reading from 54 percent to 58 percent as measured by the WKCE in 2009-10.	Teachers develop or purchase materials to support curriculum.	Nov 2009 – June 2010	\$7,000	Number of students participating in extended learning opportunities.	
	The district will hire staff to instruct/assess in the area of reading during afterschool and summer programming.	Oct 2009 – June 2010	\$30,000	Increase in student achievement on MAPs, WKCE, and other classroom assessments.	
	The school will conduct two workshops for families on how to support their child's reading at home.	Dec 2009 and May 2010	\$500	Part-time staff hired. 75 percent of the completed parent evaluation forms will show an increase in knowledge of useful implementation strategies.	
	The principal will conduct meetings with general and special education staff to investigate options for benchmark assessments.	Sept 2009	\$18,000	Benchmark assessment purchased. Procedures developed and shared with staff.	
	The district will purchase assessments.	Oct – Nov 2009		Teachers utilize results to inform instruction.	
	The district will provide professional development for all general and special education staff on using new assessments, analyzing data, and progress monitoring.	Dec 2009	\$2,000	Benchmark assessments demonstrate an increase in student achievement.	
	The district and school administrators will develop procedures for utilizing an ongoing assessment process.	Dec 2009			
	The school will administer assessments three times per year.	October 2009- May 2010			

Goal 2: Improve parent involvement in student learning at Happy Day Middle School					
Measurable Objectives	Activities to Achieve the Objective(s)	Timelines for Activities	Grant Funds	Evaluation Method	Progress <i>Complete for Interim and End-of-Year Report</i>
80 percent of parents of all students in Happy Day Middle School will be involved in at least one activity throughout the year in 2009-10.	The school will develop an Action Team (consisting of parents, teachers, and students) to research, plan, and implement activities.	September 2009	\$3,000 (teacher time and supplies)	Two teachers, five parents, and three students participate on the Action Team.	
	The Action Team will identify which families benefited from past events and which families did not.	November 2009		Action Team meets monthly (after school or on Saturdays).	
	The Action Team will brainstorm and research ways all families can be involved in student learning (at home and/or at school).	Nov and Dec 2009		At least two parent involvement programs occur during the school year.	
	The Action Team will develop at least two culturally relevant, parent involvement programs. Programs may include "School-Home Reading Journals," an "Open House" event with a theme (such as Technology Night) where attendees are given the opportunity to walk through exhibits of student projects, etc.	May 2010	\$10,000	Parent participation will increase to 80 percent.	
	Teachers and administration will track parent involvement.	September 2009-May 2010			
By 2010, increase parent participation at parent-teacher conferences from 50 percent to 75 percent.	The principal and teachers will attend an in-service on parent involvement.	September 2009	\$5,000	In-service conducted.	
	Administration and educational staff will modify "traditional" parent-teacher conferences to include Saturday conference hours and/or home-visits (as appropriate).	September 2009		New conference options are available to parents.	
	Teachers conduct Saturday parent-teacher conferences and/or home visits.	Fall and spring conferences	\$5,000 (teacher time, mileage)	Compare 2008-09 parent conference attendance data to the 2009-10 parent conference attendance data.	

A. District-Wide Plan Example

Goal 1: Increase student achievement in mathematics					
Measurable Objectives	Activities to Achieve the Objective(s)	Timelines for Activities	Grant Funds	Evaluation Method	Progress Complete for Interim and End-of-Year Report
Increase the use of high yield instructional strategies for at least 75 percent of the instructional staff in the four schools included in this grant.	The district will provide an annual training on a mathematics series and the use of supplemental materials for differentiation within the mathematics series.	September 2009	\$10,000	100 percent of instructional staff attend at least one training.	
	Administrators and instructional staff will form a book club and read at least two books that discuss/demonstrate high yield instructional strategies for mathematics.	October 2009 – April 2010	\$1,000	100 percent of instructional staff participate in the book club each year.	
	Instructional staff will attend the Wisconsin's Mathematics Council's Conference.	May 2010	\$5,000	80 percent of instructional staff attend the conference each year.	
	School administrators will conduct at least three walk-throughs during the school year.	September 2009 – June 2010		School administrators will observe the use of high yield instructional strategies in at least 75 percent of the classrooms.	
Increase WKCE results for mathematics for all students (in the four school included in this grant) by five percentage points by 2010.	The district will hire a part-time mathematics coach to work with staff at the four schools.	September 2009	\$50,000	The coach is hired.	
	The district will order and supply SMART Board technology for all mathematics classrooms in the four schools.	September 2009	\$30,000	SMART Boards are purchased and installed.	
	The district will provide all instructional staff four, two-hour sessions on how to enhance mathematics instruction (including technology training) in conjunction with the school's mathematics program.	October 2009 – March 2010	\$5,000	100 percent of instructional staff attend SMART board training.	
	The coach and classroom teachers will develop mathematics centers for students.	September 2009	\$2,000	Math centers are developed.	
	Students will utilize mathematics centers.	October 2009 – June 2011		By the end of the school year, WKCE score increase by five percent for all students in the four schools.	

D. Definition of School Support Teams

Under the No Child Left Behind Act of 2001, Title I schools identified for improvement (SIFI) must receive assistance from school support teams. Information regarding the composition and the functions of these teams is below.

COMPOSITION OF SCHOOL SUPPORT TEAMS

In general, the school support team should be composed of persons knowledgeable about scientifically-based research and practice on teaching and learning and about successful schoolwide projects, school reform, and improving educational opportunities for low-achieving students. Such individuals can include:

- Highly qualified or distinguished teachers and principals;
- Pupil services personnel;
- Parents;
- Representatives of institutions of higher education;
- Representatives of regional educational laboratories or Cooperative Educational Service Agencies (CESAs);
- Representatives of outside consultant groups; or
- Other individuals as determined appropriate.

FUNCTIONS OF SCHOOL SUPPORT TEAMS

School support teams are charged with duties relative to school improvement efforts, such as:

- Review and analysis of all facets of the school's operation, including the design and operation of the instructional program, and assistance to the school in developing recommendations for improving student performance in that school;
- Collaboration with parents and school staff in the design, implementation, and monitoring of a school improvement plan that, if fully implemented, can reasonably be expected to improve student performance and help the school meet its goals for improvement, including adequate yearly progress;
- Evaluation, at least semiannually, of the effectiveness of school personnel assigned to the school, including identifying outstanding teachers and principals, and making findings and recommendations to the school and chartering authority; and
- Making additional recommendations as the school implements the school improvement plan described above concerning additional assistance that is needed by the school or the school support team.

E. Reviewer Rubric

District: <Merge Field>

Grant Funds Requested: <Merge Field>

Eligible School(s): <Merge Field>

Reviewers:

Review and rate each section of the grant application using the Excellent, Good, Fair, and Poor scale as assessed by the descriptors that accompany each section of the rubric.

<i>Excellent</i>	Responses completely satisfy all of the descriptors under each section of the application.
<i>Good</i>	Responses answer most, but not all, of the descriptors under each section of the application.
<i>Fair</i>	Responses give an indication of the major focus of the grant program under each section of the application but many details are left out, leaving the reviewer with significant questions about how the grant program will function.
<i>Poor</i>	The application has insufficient information under each section of the application, leaving the reviewer with large gaps in understanding about how the grant program will function.

Use the space provided to write comments regarding each section of the application.

Background Section

- Clearly describes the district's key strengths and current efforts to differentiate support to schools.

_____ Excellent

_____ Good

_____ Fair

_____ Poor

Comments:

Statement of Need Section

- Uses 2008-09 Adequate Yearly Progress (AYP) results **AND** local data to specify the needs for eligible schools
- Identifies the indicators that need improvement (reading, mathematics, and/or attendance/graduation)
- Describes the target population of students (i.e., all students, students with disabilities, etc.) to be impacted by grant activities
- Identifies common needs among eligible schools if more than one school is eligible for this grant

_____ Excellent

_____ Good

_____ Fair

_____ Poor

Comments:

School Plan Section (Duplicate Page for Additional Goals)

School:	
Goal:	
School Goal	Comments:
<ul style="list-style-type: none"> Relates to Statement of Need Is clear and succinct Is fundable under this grant program 	
Objectives	
<ul style="list-style-type: none"> Describes how the goal will be met Describes measureable outcomes for students/staff Are appropriate for achieving the goal Are fundable under this grant program 	Comments:
Activities, Timelines, and Grant Funds	
<ul style="list-style-type: none"> Activities will achieve the objective and are fundable under this grant program Timelines are within the grant period Grant funds allocated to objectives and activities are sufficient and reflect the current year 	
Evaluation Methods	Comments:
<ul style="list-style-type: none"> Are measurable Relates to the activities and objectives Provides the district the ability to monitor and report progress based on the evaluation methods 	
<p>Overall, the goal, objectives, and activities relate to school improvement. Yes No</p> <p>Overall, the goal, objectives, and activities include scientifically-based research strategies. Yes No</p> <p>Overall, the goal, objectives, and activities supplement the Title I, Part A Basic Grant. Yes No</p> <p>Comments:</p>	
<p>Overall Rating for this Goal:</p> <div style="display: flex; justify-content: space-between; align-items: center;"> _____ Excellent _____ Good _____ Fair _____ Poor </div>	

District-Wide Plan Section For Districts with More than one Eligible School

(Duplicate Page for Additional Goals)

Goal:

District Goal

- Relates to Statement of Need
- Is clear and succinct

Comments:

Objectives

- Describes how the goal will be met
- Describes measureable outcomes for students/staff
- Are appropriate for achieving the goal

Comments:

Activities, Timelines, and Grant Funds

- Activities will achieve the objective and are fundable under this grant program
- Timelines are within the grant period
- Grant funds allocated to objectives and activities are sufficient and reflect the current year

Comments:

Evaluation Methods

- Are measurable
- Relates to the activities and objectives
- Provides district the ability to monitor and report progress based on evaluation methods

Comments:

Overall, the goal, objectives, and activities relate to school improvement. Yes No

Overall, the goal, objectives, and activities include scientifically-based research strategies. Yes No

Overall, the goal, objectives, and activities supplement the Title I, Part A Basic Grant. Yes No

Overall, the goal, objectives, and activities address the common needs in all eligible Title I schools. Yes No

Comments:

Overall Rating for this Goal:

_____ Excellent

_____ Good

_____ Fair

_____ Poor

Connection with the Title I, Part A (Basic) Grant

- Demonstrates that the school improvement activities funded by this grant will enhance the Title I services currently provided in the funded school(s).

_____ Excellent

_____ Good

_____ Fair

_____ Poor

Comments:

School Support Team(s) For Districts with Title I SIFIs

- Describes the composition, function, and activities of each Title I SIFI's School Support Team.

_____ Excellent

_____ Good

_____ Fair

_____ Poor

Comments:

Budget Section

- Includes allowable expenses
- Matches grant objectives and activities

_____ Excellent

_____ Good

_____ Fair

_____ Poor

Comments:

Overall Quality of Entire Application

_____ Excellent

_____ Good

_____ Fair

_____ Poor

Comments:

F. Resource and Contact Information

- Title I and School Support Team Contacts:

Shelly Babler, Grants Specialist
shelly.babler@dpi.wi.gov
(608) 267-1067

Elizabeth McClure, Education Consultant
elizabeth.mcclure@dpi.wi.gov
(608) 261-6324

Abby Potter, Education Consultant
aubree.potter@dpi.wi.gov
(608) 267-7338

Alan Virnig, Accountant
alan.virnig@dpi.wi.gov
(608) 266-8053

- Characteristics of Successful Districts
<http://dpi.wi.gov/ssos/csd.html>
- District Self Assessment Handbook
<http://dpi.wi.gov/ssos/pdf/dsahandbk.pdf>
- Financial Management Handbook for Federal and State Grant Programs
<http://dpi.wi.gov/sms/handbook.html>
- Program Fiscal Reports (PI-1086)
<http://dpi.wi.gov/forms/xls/f1086.xls>
- Title I Supplemental Grant Website
http://dpi.wi.gov/ssos/sup_index.html
- Wisconsin Promise Conference
<http://dpi.wi.gov/nwp/conference.html>
- Wisconsin Uniform Financial Accounting Requirements (WUFAR)
<http://dpi.wi.gov/sfs/wufar.html>